Preface

Fellow Educators:

If you have ever wondered how you were going to get everything in your lesson—from vocabulary to comprehension, to writing, listening, speaking and viewing—then this book will be of great interest to you. *Smuggling Writing: Strategies That Get Students to Write Every Day, in Every Content Area, Grades 3–12* provides classroom teachers with process-oriented literacy and learning strategies designed to engage students and ultimately help them make sense of both what they are learning and what they need to learn. The strategies in this book are metacognitive tools for teachers and students to use in learning across all areas of the curriculum. They are designed and presented in a scaffolded manner to help students think about, process, read, and recall from varied sources—both traditional and digital.

Given the many changes experienced by classroom teachers and students in the past decade, our first area of emphasis focuses on the unique needs of today's learner. As we have moved from the era of static Web 1.0 to interactive Web 2.0 tools and into the world of social media, technology is taking an increasingly central role in teaching and learning. This shift is also reflected in the use of the term *multiliteracies*, coined by The New London Group (1996) to represent the rise of information communication technologies (ICTs). In addition to addressing technology, this book also takes into account new and evolving standards, particularly—but not solely—the adoption by more than 40 states of the Common Core State Standards (CCSS). As students continue to encounter new and varied text genres in multiple contexts, the Common Core has brought a concomitant emphasis on literacy across subject areas through a focus on informational texts. Finally, as the title suggests, *Smuggling Writing* explicitly acknowledges the reciprocal nature of reading and writing as well as the role writing plays in learning new content, new concepts and vocabularies and, ultimately, in comprehending that content. So, instead of asking you to grade 30 essays every day, every class period, we show you how to integrate writing into your lessons while simultaneously teaching content—any content—from math to science to social studies to literature. Because it is through practice in writing that students begin to improve, we provide strategies that get them writing in pairs, individually, and in groups—even if just in the form of sentences, short paragraphs, or tweets. Every strategy in this book involves some kind of written response, hence the title *Smuggling Writing*.

Nationwide Needs

Despite ongoing national, state, and local initiatives that seek to improve student academic success, literacy, and learning outcomes, many students continue to struggle. The National Assessment of Educational Progress (NAEP) is a measure

of the literacy and learning challenges faced nationally and state-by-state. In 2011, NAEP found that two-thirds (67%) of fourth-grade students measured read at or below the basic level while 34% were at or above the proficient level. For eighth-grade students, a greater number (76%) scored at or below the basic level and 34% at or below proficient. Research shows that students who struggle in reading and learning are placed at higher risk for other issues, such as dropping out of school early (Stark, Noel, & McFarland, 2015).

Initiatives such as the Common Core State Standards, which have placed greater emphasis on informational literacy, increase the need for reading and writing support across subject areas. Informational text can be more challenging for students than narrative text because it uses a variety of text structures, can have more complex and technical vocabulary, and often requires the student to have background knowledge on the topic of the text. Students do not have adequate support to read and write informational text (Purcell-Gates, Duke, & Martineau, 2007; Sanacore & Palumbo, 2009), which is unfortunate given that an estimated 84% of the material that adults read is informational in nature (Young, Moss, & Cornwell, 2007). In *Smuggling Writing*, we show how strategies can be used with and applied to the many forms of both informational and narrative text, and we root all of this in a firm foundation of research and theory.

Research and Theory-Based Instruction

Literacy and learning are complex processes. Differing theories seek to explain aspects of this complexity. Cognitive psychologists in the 1960s and 1970s shed light on the role of prior knowledge in learning (Ausubel, 1960). Schema Theory, which emerged in the 1970s and 1980s, helped explain how the brain organizes new information and integrates into structures of existing knowledge. In the 1970s and 1980s the work of researchers from Russia and Eastern Europe became known to scholars outside those countries.

The work of Lev Vygotsky has received great attention in recent decades. Coming under the titles of sociocultural, sociohistorical, and cultural historical theory, Vygotsky's ideas have helped educators better understand the social nature of learning. Vygotsky suggested that learning takes place first on the *interpsychological* plane and the *intrapsychological*. In short, his work emphasizes that learning begins when a more capable other (a teacher, for example) mentors or scaffolds learning for a student. That is, learning first begins externally through scaffolding (*interpsychological*) and then over time as a student gains mastery becomes internal (*intrapsychological*). This idea was captured in Vygotsky's theory of the Zone of Proximal Development (ZPD). The ZPD is a socially organized activity organized around the interest and goals of students who receive guided assistance to gradually accomplish a task that they were unable to perform independently. Another aspect of Vygotsky's theory highlights the use of psychological tools, such as language (discourse), concepts, notational systems, books, computers, pencils, and other technologies used by humans to mediate their activities. This book helps provide both the context for those mediated activities (instruction) and some tools (strategies and technologies) to support learning.

We acknowledge the socially constructed and transactional nature of teaching and learning. We envision teachers engaging students in learning with strategies

(tools) that foster active learning and support (scaffold) that learning. Therefore, we use a "Phased Transfer Model with Flexible Grouping (Wood, 2002; Wood, Lapp, Flood, & Taylor, 2008; Wood & Taylor, 2006). Figure P.1 offers an illustration of how teachers can model and scaffold instruction for students through whole-class instruction and discussion, and then transfer that to small groups and pairs of students who work collaboratively. Over time, the new information, concepts, and skills are transferred to students—learning occurs.
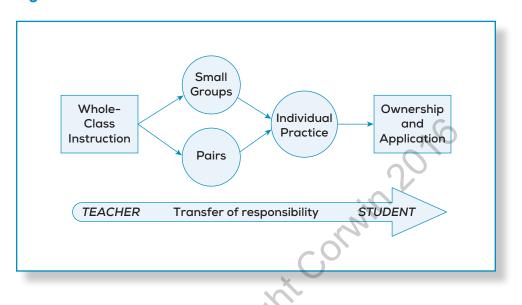
Figure P.1 • Phased Transfer Model of Instruction

Procedural Descriptions Couched in an Instructional Framework

Another feature of this book is the emphasis on the stages of an instructional lesson. A good lesson, like a good piece of writing, ought to have a beginning, middle, and end. Throughout the procedural guidelines of *Smuggling Writing* are the three stages of an instructional lesson: the prereading, reading, and postreading stages. The **prereading** stage is the time for explaining the purposes of the assignment, building students' background knowledge, introducing and preteaching significant vocabulary terms, making predictions, and helping students connect the new information with what they already know about a topic. The **reading** stage is the time for guiding students through the reading of the selection, helping them to focus on the most significant information. The **postreading** stage is when students are asked to return to their original predictions and modify them to coordinate with what was learned. It is the time for synthesizing and discussing the new content—extending the new learning through writing or other assignments.

New and Evolving Standards

Education is in a nearly constant state of change. High-profile research and publications like *A Nation at Risk* in the 1980s and the National Reading Panel report in 2000 fuel discussion and policy changes. The No Child Left Behind

xii • Smuggling Writing

Act and Race to the Top initiatives are, in part, a result of these reports while data about literacy, learning, and graduation from the National Assessment of Educational Progress (NAEP), the National Institute for Education Statistics (NIES) and other sources provide additional fuel. Educational reform groups along with nonprofits like the Gates Foundation, and groups like the National Governors Association helped to develop the Common Core State Standards, which have been adopted by more than 40 states.

The approach of the Common Core State Standards Initiative (CCSSI) emphasizes achievement over specific methods and an integrated model of literacy that places great value on literacy across subject areas and text type. The Common Core focuses on math and English language arts broadly, but within the ELA standards are literacy standards for history/social studies, science, and technology. These standards address both the reading and writing of literary and informational texts as well as speaking and listening across the K–12 spectrum and within subject areas like math, science, and social studies from grades 6 through 12. *Smuggling Writing* references the CCSS and helps teachers in their work to address these and any other standards employed by their school districts.

Writing to Learn

Writing and reading have been long understood to be reciprocal processes. Terms such as "readerly writer" and "writerly reader" have peppered the scholarship of literacy. Historically, writing has been used as an artifact or evaluative aspect of reading—book reports and literary essays in an English class, the lab report in science, and document-based questions in social studies. Research shows that students learn mathematical concepts when they write about them. More recently, the writing process movement led by notable scholars such as Donald Graves, Nancie Atwell, Lucy Calkins, Janet Emig, and James Britton has provided pedagogical tools like the workshop approach and tools like journals and daybooks to help teachers across content areas foreground writing as a tool for learning.

As Newell (2006) points out, constructivist notions of teaching and learning make a strong case for the value of writing in academic learning, yet one challenge that remains is translating that into the ways of "knowing and doing in various academic disciplines" (p. 235). Nelson (2001) argues that writing-to-learn initiatives allow students to use writing to gain authority on a subject or topic and, as they do so, to benefit by learning the ways of writing associated with the discipline. We argue that writing applied across disciplines helps students at each stage of the learning process (what we refer to as Prereading, During Reading, and Postreading). Writing and reading are reciprocal processes within and across these phases, as Figure P.2 illustrates.

During the prereading/learning phase, students use reading and writing reciprocally to get and organize their ideas about a topic. At this phase, reading may precede writing when students read subject material ahead of brainstorming or exploring their ideas; however, the process can begin with brainstorming and writing down those ideas. During reading, students often use reading and writing in a fluid exchange: reading is used to deepen their knowledge of the subject and then writing is used as they write down and begin to analyze their ideas. They then move back to reading to continue the process. Finally, in the postreading
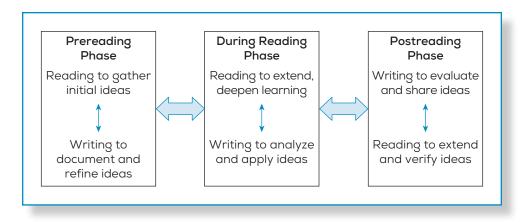
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Figure P.2 • Phases of the Learning Process

phase, students often focus on writing as a tool for evaluating and sharing their ideas but use reading to verify and extend their ideas as they culminate in the activity. In this book, *Smuggling Writing*, we acknowledge the complex reciprocal relationships within and across the prereading, during-reading, and postreading processes. To keep things simple, we don't foreground this in each chapter. We acknowledge the strong bonds among reading, writing, and learning and draw on learning strategies that promote those connections. That is, we emphasize that writing is an ever-present aspect of the sense making of learning.

The Technology-Driven Transformation of Literacy and Learning

Evolving technologies have always been integral to teaching and learning. Change has been incremental through most of the history of education, with clay tablets giving way to papyrus and then paper. However, technology has accelerated the rate of change at points in history. The rate of technological advancement and the associated impact on teaching and learning took a leap forward with the invention of the printing press. The invention of mass production printing technologies was one factor among others that in the 19th century increased access of education from the wealthy and elite to the children of middle- and lower-socioeconomic families in Europe and the United States (Heath, 1991; Resnick & Resnick, 1977). The rise of information communications technologies (ICTs) over the past two decades has further enriched and complicated teaching and learning in K–12 classrooms (Wood, Paratore, Kissel, & McCormack, 2015).

Multiliteracies, a term coined by the New London Group (1996), captures this shifting notion of literacy to include the "multiplicity of communications channels and increasing cultural and linguistic diversity in the world today" and calls for "a much broader view of literacy than portrayed by traditional language-based approaches" (p. 60). These scholars and others have looked beyond the limitations of traditional notions of literacy to include social and cultural changes in society and the emergence of new technologies that enable students to negotiate "the evolving language of work, power, and community, and fostering the critical engagement necessary for them to design their social futures and achieve success through fulfilling employment" (p. 60). These ideas have been

echoed by organizations including the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). The NCTE's policy statement on 21st century literacies states:

> As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. (National Council of Teachers of English, 2010)

This technology-driven change is also captured in the Common Core State Standards, which seeks to address students' need to develop skills to coordinate a complex set of literacy tasks, reading strategies, language, and thinking processes to negotiate a world that is becoming increasingly reliant on multiple sources of information, In what Luke and Elkins (1998) call "New Times," reading and reading-to-learn are viewed as multi-modal processes that include the reading of print-based and electronic texts, and use of visual, spatial, gestural, and auditory representations.

Addressing These Challenges

Smuggling Writing is organized in such a way as to communicate key elements of teaching and learning. We have created 32 ready-to-use strategies and provided a rationale and description for each entry, as well as corresponding samples. To optimize the book's usability, we have included the following entries for each strategy:

- Title

- Objective

- Rationale

- Digital Applications

- Procedures (teacher preparation, prereading, reading, and postreading stages)

- Smuggling Writing

- Sample Lessons (for Traditional and Digital Applications)

- Standards-Based Connections

Smuggling Writing is more than a set of "drop in" teaching ideas or ingredients designed to "enhance" a lesson. Here we offer ideas for teaching that foster greater engagement and deepen student learning. You will find tools you can use regularly with students. We include several of the strategies that have been mainstays of the field of content literacy, including KWL Plus, GIST, Anticipation Guides, and Vocabulary-Concept Journals. We add to these

standbys strategies like the Reading Road Map, which provides an interactive reading guide to aid comprehension, and Multiple Source Research Strategy, to help students organize as they learn.

Smuggling Writing also takes the "digital turn" to help teachers and students use technology in meaningful ways in teaching and learning. For example, for the strategy List–Group–Label–Write, we point teachers to the Wordle (www.wordle.com) website to have students generate word clouds. For Talking Drawings, we show teachers how to use Educreations. Vocabulary-Concept Journals can be adapted using Popplet (www.popplet.com) but also with tablet applications such as Evernote. We also suggest ways to adapt social media as a way to connect students and engage them in learning. The writing strategy RAFT can be adapted for use on Facebook with older students or Voki with younger students. We also feature popular Web 2.0 sites like Google Drive, VoiceThread, and Prezi to make teaching and learning truly multiliterate.

In short, we present *Smuggling Writing* to you as an indispensable resource, rich with practical tools for scaffolding learning—tools that are highly relevant to today's learning standards and overarching technological context. It is our hope that you will put these tools to immediate use to help you engage with and support the diverse students you teach every day.

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